**UNIVERSITY OF HAWAI'I AT MĀNOA**

**UHM-1 FORM (ADD A COURSE)**

See Guidelines for instructions and deadlines. For undergraduate courses, submit an original and 5 copies; graduate courses, submit an original and 6 per form. Attach additional sheets as needed.

<table>
<thead>
<tr>
<th>1. Course Subject</th>
<th>2. Course Number</th>
<th>3. Effective Term (semester &amp; year)</th>
<th>4. Frequency (check all that apply)</th>
<th>5. Offering Status (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMR</td>
<td>435</td>
<td>Fall 2016</td>
<td>Fall semester</td>
<td>□ Regular</td>
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<td>Alternate years</td>
<td>□ Experimental</td>
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<td>Spring semester</td>
<td>□ Single-term</td>
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<td>Summer semester</td>
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6a. Full Course Title
Mindfulness & Skillful Living

6b. BANNER Course Title
Mindfulness & Skillful Living

7. Grade Option (check all that apply)
- □ Letter Grade
- □ Satisfactory/Unsatisfactory (500, 700, 700F, 800, 800C only)
- □ Credit/No Credit
- □ Audit
- □ Honors (Medicine only)

7. Grade Option (check all that apply)
- □ Letter Grade
- □ Satisfactory/Unsatisfactory (500, 700, 700F, 800, 800C only)
- □ Credit/No Credit
- □ Audit
- □ Honors (Medicine only)

8. Gen Ed Core or Hawaiian/Second Language Requirement Designation (check one)
- □ Do not consider for Core or Hawaiian/Second Language designation.
- □ Request approval of Diversification (DA, DH, DL, DB, DP, DY, DS, Foundations (FW, FS, FO), or Hawaiian/Second Language (HSL) designation.
- □ Waive requirement for General Education Office.

9. Contact Hours (variable; specify range)
3

10. % of credits if variable, specify range
3

11. Repeat Limit (Do NOT write "None")
0

12. Credit Limit (Do NOT write "None")
3

13. Schedule Type (check all that apply)
- □ Lecture (LEC)
- □ Seminar (SEM)
- □ Laboratory (LAB)
- □ Lecture/Discussion combined (LED)
- □ Thesis/Dissertation (THE)
- □ Lecture/Laboratory combined (LEL)
- □ Hybrid Technology Intensive (HTI)
- □ Directed Reading or Research (DRR)
- □ Field Experience/Internship/Practicum (FRA)

14. Co-requisite Course(s)

15a. Major Restriction (as it should appear in Catalog)

15b. Banner codes of acceptable majors

16. Class Standing Restriction

17a. Prerequisite Course(s)
(Use "ands", "ors" and punctuation to indicate relationships between prerequisites. "Or consent" implied for ALL prerequisites. "Consent" requirements can be implemented through your class schedule each semester.)

17b. Minimum required grade for prerequisites
C grade

17c. Blanket requirements listed in Catalog (if none, write "none")
none

18. Catalog Description (Limit 35 words; 85 words for alpha courses)
Lecture, discussion, experiential activities of principles and practice of an evidence-based contemplative science discipline, including applications to daily life and with youth and families.

19. Justification
Attach separate sheets and indicate the rationale for the request, expected course enrollment, program learning objectives and institutional learning objectives that the new course will cover, and a course syllabus specifying student learning objectives for the course. Syllabi are not required for "35" courses.

20. Cross-listed or Honors Course(s)

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<tr>
<th>Course Subject &amp; Number</th>
<th>Chair/Director</th>
<th>Signature</th>
<th>Date</th>
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21. Requested By
I certify that the student learning objectives for the course are consistent with the learning objectives of each program under which the course is listed.

FCS
Barbara Yee, PhD

CTAHR
Charles M. Kinoshita, PhD

Approved By

2nd College or School
Dean
Signature
Date

General Education (Undergraduate courses numbered 100-499)
Director
Signature
Date

Graduate Division (600 and above)
Dean
Signature
Date

Mānoa Chancellor's Office
Vice Chancellor for Academic Affairs
Signature
Date

Rev: 7/2013
Rationale
One of the core missions of the FAMR program is to provide instruction to promote healthy and resilient human development, and to introduce students to evidence-based practices that support healthy human development and resiliency. FAMR is unique in emphasizing primary prevention and strengthening skills and competencies among individuals, families, and communities. This proposed new course is in complete alignment with the mission and learning objectives of the FAMR program, and mindfulness is now considered an evidence-based practice by federal agencies such as SAMHSA and NCCAM. In Spring 2014 and in Spring 2015, Dr. Thao Le taught a related version of this course designated under FAMR 491 – Topics in Family Resources: Mindfulness & Skillful Living. The results from ECafe were overwhelmingly positive; for instance, in Spring 2015 with enrollment at full capacity of 25, the average ratings across items were roughly 4.90 out of 5.00, with comments such as:

“I’ve learned to think introspectively...because of the nature of schooling, many institutions have done away with allowing the students to step away from the repetitive routine of forcing information in our minds without actually analyzing its deeper meaning. Personally, I’ve grown not only academically in this course but also interpersonally and for that I am extremely grateful.”

By providing another upper-division elective course that FAMR students may choose, and that is also open to other students, will facilitate matriculation for students at UH.

Learning Objectives/Institutional Learning Objectives

The following course learning objectives below map unto FAMR’s learning objectives of acquiring knowledge base in human development, and developing professional skills in written and oral communication. It also maps unto Manoa Institutional Learning Objectives with respect to acquiring breadth and depth of knowledge in an academic field (FAMR), with acquiring intellectual and practice skills by developing competencies in critical and creative thinking, and developing personal and social responsibility (reflection, discipline, personal health).
Specifically, this course will meet the following learning objectives:

Intellectual Development (Knowledge associated with Human Development)
- Learn about the principles and concepts of mindfulness
- Learn about the science behind mindfulness and the effects of mindfulness with respect to cognitive/brain development/changes, mental health, physical well-being, and stress reduction
- Learn how mindfulness is related to self/emotional regulation and improvements in interactions with others
- Learn the balance and relationship of mind-body

Personal Development (Knowledge associated with Human Development, and Professional Skills)
- Increasing awareness of one’s own thoughts, emotions, and behaviors including defaults and habits
• Increasing awareness of the interrelationship among thoughts, emotions, and behaviors
• Increasing empathy & compassion toward self and others
• Increasing critical thinking and reflective skills
• Increasing writing skills and expression of ideas
• Increasing awareness of behavior with respect to ethics and ethical behavior

**Syllabus**
Please see attached

**Expected Course Enrollment**
20 students

**Additional Resources (if any) required to teach the course**
None

**Academic Units for which the course is or will be a major or degree requirement**
None

**Confirmation of consultation with those academic units that might be impacted by the new course (e.g., dept offering pre-requisite, similar content, etc..)**

The closest academic unit that may be impacted by this new course is the School of Social Work. In prior conversation with Michael DeMattos, MSW who is currently the chair of the undergraduate, BSW program, he approved the pilot class (FAMR 491 Topics in Family Resources: Mindfulness & Skillful Living) as fulfilling an upper division elective requirement for students in the undergraduate social work program. In this respect, the impact would be positive as this new proposed course would also likely be approved in meeting the needs and niche interest of their students as well.
FAMR 435 Mindfulness and Skillful Living

General Information
Instructor: Thao Le, PhD, MPH
Class Hours:
Office Hours: Tues, 3-4 pm, Miller 219G
Electronic Mail: thaole3@hawaii.edu
Office Phone: 808-956-2232

Course Materials:
Weekly readings posted on Laulima

Overview & Goals:
The purpose of this course is to introduce the concepts and practice of mindfulness. Mindfulness is considered an evidence-based contemplative science practice that is helpful for stress reduction, mind-body balance, focus & attention, and skillful living, among other benefits. This course will lay the foundation of mindfulness and will include scientific evidence and discussions, experiential practices, and personal reflections. Topics covered include mindfulness of breathing, mindfulness of the body, mindfulness of thoughts and emotions, empathy, compassion, and applied ethics. Emphasis will be paid on integration of class materials and discussions into daily living and personal practice.

Student Learning

Objectives: This course will meet the following learning objectives:
Intellectual Development
- Learn about the principles and concepts of mindfulness
- Learn about the science behind mindfulness and the effects of mindfulness with respect to cognitive/brain development/changes, mental health, physical well-being, and stress reduction
- Learn how mindfulness is related to self/emotional regulation and improvements in interactions with others
- Learn the balance and relationship of mind-body
Personal Development
- Increasing awareness of one’s own thoughts, emotions, and behaviors including defaults and habits
- Increasing awareness of the interrelationship among thoughts, emotions, and behaviors
- Increasing empathy & compassion toward self and others
- Increasing your critical thinking and reflective skills
- Increasing your writing skills and expression of ideas
- Increasing awareness of your behavior with respect to ethics and ethical behavior
In order to achieve these objectives, students will be exposed to a variety of different reading assignments, audiovisual materials, experiential activities, practices, discussions, and self-reflections. Students will be asked to integrate materials and understanding in a thoughtful manner that reflects increases in self-awareness and insight.

**Course Structure:** This course is lecture-discussion. There will be a combination of lecture material, experiential activities, discussion, practice, and personal reflections.

**Requirements and Grading:**

1. **Reflective Journaling— 150 points (50% of course grade)**
   Each week, students are required to post a 1-page personal reflection (at least 250 words, about 1 page double-spaced) uploaded on Laulima in the drop box. The weekly reflections are based on practice homework assignments and/or the readings, and are due on Monday by 8 am. The weekly reflection should also include one sentence reflecting an “insight,” and one question that arose from the readings and/or practice for you. Each reflection is worth 10 points, and is meant for you to practice your writing and reflective thinking skills, as well as to receive weekly feedback from your instructor. The grading rubric is posted on Laulima. In addition, there is a mid-semester individual conference whereby the instructor will meet with the students to provide oral feedback on the weekly reflections submitted to date.

2. **Final Paper – 100 points (33% of course grade)**
   Your final paper consists of two parts.
   - **Integrative Analysis.** The first part (5 pages, 1250 words, 50 points) is an integrative analysis paper in which you will reflect on your mindfulness practices and the key insights that you have gained throughout this semester. You should also discuss growth and challenges that you experienced.
   - **Research & Application.** For the second part (also 5 pages, 1250 words, 50 points), you will take a problem topic (e.g., anxiety among college students, poverty, insomnia, etc.), and discuss how mindfulness can alleviate or prevent this problem, as well as any limitations/contra-indications. You need to include at least 8 peer-reviewed references in this second part.
   
   Both papers should be written in APA format (double-spaced, 12-point font Times New Roman; include a title page and reference page, but you do not need to include an abstract). Please refer to the grading rubric posted on Laulima. There will be opportunities to receive feedback from other students during our in-class sharing and writing workshops on both papers.

3. **Class Participation – 50 points (17% of course grade)**
   This course is designed to be highly interactive and participatory; as such, you are expected to engage in class activities and to contribute to in-class discussion. Your participation will be assessed in the form of class attendance and the quality of your participation.
Course Grade
Grade is based on a total of 300 points:
300 – 289 (97 – 100%) = A+
288 – 281 (94 – 96%) = A
280 – 269 (90 – 93%) = A-
268 – 260 (87 – 89%) = B+
259 – 251 (84 – 86%) = B
250 – 239 (80 – 83%) = B- (and so forth)

For each day an assignment is late, you will lose ONE letter grade.

Academic (and Professional) Honesty Policy
UH Conduct Code

It is expected that students will use their own knowledge and skill for assignments and tests unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. UH disciplinary proceedings may be instituted against a student for these behaviors, with consequences including but not limited to confiscation of assignments/tests, and/or an F grade in the course. It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and the decisions made by others. Any cheating or dishonesty will result in an automatic F grade in the course. This includes plagiarism!

Accommodations

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires University of Hawaii to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the KOKUA Program (http://www.hawaii.edu/kokua; 956-7612; kokua@hawaii.edu). For exams and assignments, you must submit a request to KOKUA at least one week in advance of your exam, and let me know that you’ve submitted a request so I can work with you and the KOKUA Office.

Library & Research Help

Eileen I herring is the designated librarian for Family Resources.
Email: eherring@hawaii.edu
APA Style Reference: http://owl.english.purdue.edu/owl/resource/560/01/
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Assignment: Readings &amp; Personal Reflections (due 8 am on Monday)</th>
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</table>
| *Week 1*   | Orientation                      | Introductions & Syllabus  
| *Week 2*   | Intro to Mindfulness: Mindful Breathing | JKZ:3-23, 96-99  
BG: 7-38  
Killingsworth & Gilbert (2010). A wandering mind is an unhappy mind.                                                                                                                                                                                      |
|            | Mindful Breathing, Stress & Health Implications | Epel et al. (2012): Wandering minds and aging cells  
Farb et al. (2007): Attending to the present: Mindfulness meditation reveals distinct neural modes of self-reference                                                                                                                                 |
| *Week 3*   | Mindful Breathing, Stress & Health Implications | JKZ:35-39, 72-74,103-105,236-240  
BG:39-44, 45-61  
Carpenter (2012): That gut feeling                                                                                                                                                                                                                               |
|            | Mindfulness of Body               | Kerr (2013)– Mindfulness Starts with the Body                                                                                                                                                                                                                  |
| *Week 4*   | Mindfulness of Body               | JKZ:35-39, 72-74,103-105,236-240  
BG:45-61,63-78, 137-148  
Williams (2010). Mindfulness and psychological process  
|            | Mindfulness of Feelings           | Davidson (2002). Anxiety and affective style: Role of prefrontal cortex and amygdala  
Goleman (2006): Destructive Emotions  
| *Week 5*   | Mindfulness of Feelings           | JKZ:145-156, 173-184, 201-203  
BG:137-148, 97-114  
Frederickson (2005): Positive affect and the complex dynamics of human flourishing                                                                                                                                                                               |
|            | Mindfulness of Feelings           | JKZ:173-184-, 201-203,241-246  
BG:97-114, 115-136  
Thich Nhat Hanh (2006): Understanding Our Mind, Ch. 1 & Ch. 4                                                                                                                                                                                              |
| Week 9 | Mindfulness of Thoughts | JKZ: 65-67  
BG:149-156  
Thich Nhat Hanh (2006): Understanding Our Mind, Ch. 1 & Ch. 4 |
| Week 10 | Mindfulness of Thoughts: Mental Functions/Perceptions | JKZ: 65-67, 213-216  
Thich Nhat Hanh (2006): Understanding our Mind, Ch. 10 & 16 |
| Interpersonal Relations: Gratitude, Mindful Listening & Speech | |
| Week 11 | Final Papers Assignment Drafts | In-class writing workshop |
| Interpersonal Relations: Mindful Listening & Speech | JKZ: 213-216, 188-190, 191-194 |
JKZ: 188-190, 191-194, 195-200  
BG: 177-197 |
| Interpersonal Relations: Love, Empathy, & Compassion | |
JKZ:195-200  
BG: 177-197  
In-class writing workshop |
| Interpersonal Relations: Love, Empathy, & Compassion | |
| Week 14 | Personal Practice | No Class  
Thanksgiving Break | No Class, No Personal Reflections Due |
| Week 15 | Interpersonal Relations: Beginning Anew | In-class writing workshop  
Virtues, Values, & Ethics  
The Benjamin Franklin Story |
| Week 16 | Virtues, Values, & Ethics | JKZ: 206-210  
In-class writing workshop |
| Review & Overall Reflection | |
| FINAL | Final Exam | Final Exam, Paper Due |